

Syllabus

ESPM 375: Professional Preparation:

Teaching in Environmental Science, Policy and Management

Monday 3-5 pm

Instructor:

Lynn Huntsinger (huntsinger@berkeley.edu)

Please don't hesitate to contact me for an individual meeting.

We will do our best to respond to e-mails within 24 hours.

Course Description:

This course is designed to better prepare graduate students for their GSI appointments at UC Berkeley, and to foster graduate student professional development in academia. Housed in the Department of Environmental Science, Policy, and Management (ESPM), the disciplinary theme for the course is on interdisciplinary teaching and multiple ways of teaching in the environmental fields. As part of the land grant system, ESPM has a considerable Extension outreach program, field programs, research internships, lab courses, lecture and discussion format courses, and service learning opportunities for undergraduates. GSIs are introduced to their roles and responsibilities as instructors in these various learning environments, and to resources to enhance teaching. The course facilitates experimentation with different teaching methods, serves as a forum for sharing information on pedagogical practices, and provides feedback on teaching. As requested by students, the course is front-loaded with practical tools for classroom teaching.

Attendance:

In order to pass this class, you may miss no more than one class meeting. This is a campus-wide requirement established for all GSI training courses.

Goals of Class:

- 1) Help prepare and support Graduate Student Instructors at UC Berkeley.
- 2) Explore and apply critical teaching pedagogies.
- 3) Facilitate Graduate Student Instructors' professional development.
- 4) Build a practical toolbox of methods and activities to engage different learning types.

Workload:

This is a S/US two-unit course, and accordingly you should be prepared to do 4 hours of coursework outside of class each week and complete the course assignments. We have designed discussion and assignments so that they are of maximum use to you during your time as a GSI and in your future teaching career. You are responsible for checking for updates on b-courses.

Grading:

The course is graded on a pass/no pass basis. You must turn in all the assignments by the end of the semester, which are due on bcourses at 1pm on their assigned due date, in order to pass this class. Assignments will lose half their value if late. You must earn 80% of available points to pass this class, as is normal for a graduate class.

Assignments:

- 1) Icebreaker: August 27
- 2) Lesson Plan Part 1: September 17
- 3) Lesson Plan 2: September 24
- 4) Design & Test a Rubric: October 15
- 5) Teaching Statement: November 19
- 6) Video Assignment, video and self evaluation: November 26
- 7) 2 Video Peer Evaluations: November 26

Required Texts and Resources:

All required course materials are available online and are posted on the ESPM 375 b-courses site.

Additional Resources:

The UC Berkeley Teaching Guide for GSIs, found online at the UC Berkeley Teaching and Resource Center's website, <http://gsi.berkeley.edu>, is a helpful resource that addresses the topics we cover in class. Some readings from this site are assigned.

Additional resources from scholars of teaching pedagogy are posted on the ESPM b-courses site for those wanting a deeper exploration into the topics we cover in class.

The UC Berkeley Teaching Center provides resources for designing, implementing, and evaluating courses. This site is helpful for our professional development as academic instructors going forward.

Materials for teaching ecology from ESA: <https://tiee.esa.org/index.html>

GSI Teaching Certificate:

If you plan to take this course for the GSI Certificate Program, you will need to present a 5-10 minute lesson to the class and get feedback from your peers on your effectiveness. See: <https://gsi.berkeley.edu/certificate/index.html> for teaching certificate requirements. Get started on this right away if you're interested.

Laptop Policy:

Please turn off all laptops, cell phones and other electronic devices during class unless otherwise specified

Format:

This course includes lectures, discussions, workshops, guest presenters, readings, and assignments. There are additional readings in bcourses for each week that may be required, but are also a resource for you.

We will provide drinks for each class. If willing and able, each student may sign up for one week to bring snacks.

NOTE: bcourses materials are organized by modules. Go to “Modules.” Each course week has a module.

Course Schedule

I. August 26 Introduction

Goals:

- Reflect on power and responsibility in the classroom.
- Try icebreakers to get to know each other.
- Review course design, philosophy, expectations, and assignments.
- Discuss pressing topics for current GSIs (setting office hours, section syllabi, lesson planning in 5 min).
- Discuss CTL workshop
- Create community guidelines.

Readings Due:

- Romm, C. 2016. Back to school icebreakers are awkward, but they work. 2016. Science of Us. New York Magazine. Sept. 9, 2016.
- Materials for Your First Day of Teaching (found in bcourses under “Modules”, module for August 28).
 - o “Tips for planning first sections”
 - o “Introductory questionnaire”
 - o “Pre-course instructor meeting guide” (GSI handbook)
 - o “Structuring discussion sections”
 - o “Sample lesson plan, first day of class”
 - o “Suggestions for the first day of class”

Assignment Due: Write up an Icebreaker, be prepared to try it out on the class.

**September 2: Labor Day, No class.*

II. September 9: Who are our undergraduates?

Presentation: Who are Berkeley Undergrads?

Guest: Marques Redd, Assistant Dean of Instruction & Student Affairs CNR Office of Instruction & Student Affairs

Goal: Get to know the undergrad environment at Berkeley.

Presentation: Student mental health and abilities

Guest: Aaron Cohen, PhD. Psychologist, UC Berkeley Tang Center.

Goal: Identify resources for addressing student mental health and disability at UC Berkeley, discuss how we can better support and instruct students who are struggling with mental health and disability.

Reading due: Brueggemann, White, Dunn, Heifferon and Cheu, 2001. "Becoming Visible: Lessons in Disability," *College Composition and Communication*, Vol. 52, No. 3, pp. 368-398.

Assignment due: Lesson Plan Part I. (Lesson Plan II due next week.)

III. September 16: Facilitation 101.

Goals:

- Discuss 'flipping the classroom' and identify approaches for active learning.
- Learn the basic structure and tools of facilitation for the classroom, office hours, student meetings etc.
- Develop some tools for navigating difficult situations and redirecting students.
- Become a more active listener.

Readings Due:

- Gregory L. Simon, Bryan Shao-Chang Wee, Anne Chin, Amy Depierre Tindle, Dan Guth and Hillary Mason, "Synthesis for the Interdisciplinary Environmental Sciences: Integrating Systems Approaches and Service Learning," *Journal of College Science Teaching*, Vol. 42, No. 5 (May/June 2013), pp. 42-49.
- Freeman et. al., (2013), "Active learning increases student performance in science, engineering, and mathematics," *PNAS*, 111(23).
AND
- UC Berkeley on-line teaching guide, "Teaching Discussion Sections," [http://gsi.berkeley.edu/gsi-guide-contents/discussion intro/](http://gsi.berkeley.edu/gsi-guide-contents/discussion%20intro/)
OR
- "Facilitating Laboratory Sections," <http://gsi.berkeley.edu/gsi-guidecontents/lab-sections-intro/>

Assignment due next class: Lesson Plan Part I

IV. September 23: Grading, Rubrics, and Office Hours

Guest: Emily Kearny, workshop on blind grading

Goals:

- Discuss problem-solving challenges in office hours.
- Identify policies and resources for addressing academic misconduct and plagiarism at UC Berkeley.

- Discover different ways of evaluating work and grading.
- Learn how to develop a “cooperative rubric.”
- Learn how to grade blindly and other tips for fair grading.
- Introduce rubric and lesson plan assignments and divide into groups for these.

Reading due: UC Berkeley on-line teaching guide, “Grading Student Work,”
<http://gsi.berkeley.edu/gsi-guide-contents/grading-intro/>

Assignment due: Lesson Plan part II, bring Lesson Plan part 1 and 2 in hard copy for discussion.
(Next Assignment: Design and Test a Rubric Assignment due October 15.)

V. Sept 30: Diversity and Inclusiveness

Guests: Students of Color Environmental Collective

Goal: Learn about the undergraduate student perspective on diversity and inclusiveness at Cal and tips for GSIs to create an inclusive and diverse learning environment.

Guests: Graduate Diversity Council

Goal: Workshop – Microaggressions in the classroom

Readings Due:

- Kathleen Yep, 2010. “‘For What You See as Just’: Paulo Freire and Asian American Studies in Community-Based Learning,” *Journal for Civic Commitment*, Vol. XVI, No. 1.
- Tervalon, Melanie, Murray-Garcia, Jann, 1998. “Cultural Humility Versus Cultural Competence A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education,” *Journal of Health Care for the Poor and Underserved*, 9, 2. Pp. 117-125.
- C.N.E. Corbin, Guillermo R. Douglass-Jaimes, Jesse Williamson, Ashton Wesner, Margot Higgins, and Jenny L. Palomino, 2015. “(Re)Thinking the Tenure Process by Embracing Diversity in Scholars and Scholarship,” *Graduate Policy Journal*, University of California Student Association, vol. 1.
- Sue, 2015, Race Talk, Chapter 13 Helping People Talk About Race, Facilitation Skills for Educators.pdf

VI. October 7: Presentation Strategies

Goals:

- Discuss options for evaluation of teaching
- Conduct mid-semester course evaluation
- Discuss presentation tips and techniques

Readings due:

- UC Berkeley on-line teaching guide, “Evaluating and Improving your Teaching,”
<http://gsi.berkeley.edu/gsi-guide-contents/improve-intro/>
- Worthen, M. Lecture Me. Really. 2015. New York Times Oct. 17, 2015.
- “Ten ways to make lectures more dynamic” 2010. Educational Publishers, Pearson.

- Lockhart, M. nd. "Ten ways to improve a lecture" Montana State University, teaching learning committee.
- "Improving your lecturing" nd. Office of Faculty and Instructional Qatar Univeristy.
- "Presentation skills workshop 2013"
- "Freedom Fries" act from This American Life: <https://www.thisamericanlife.org/545/if-you-dont-have-anything-nice-to-say-say-it-in-all-caps/act-two> (optional, highly recommended)

Assignment due next class: Design & Test a Rubric. (Start thinking about your Video Assignment, due Nov. 26.)

VII. October 14: Collective Action (and Rubric assignment activity)

Guest: Alexa Nicholas, UAW Local 2865

Goals:

- Understand your current protections/benefits as a GSI
- Discuss the power of collective action
- Discuss balancing being students and workers (and serving students)
- Compare graded papers and rubric with teammates

Reading due: TBA

Assignment due: Design & Test a Rubric. Bring copies of the papers you graded to class (may be on your computer just as long as you have access to them).

VIII. October 21: Managing Your Life as a GSI/Academic

Guest: Bree Rosenblum

Goal: Discuss approaches for time management as a teacher, researcher, and human with a life outside the university. Work life balance and effective scheduling!

Guest: Your GSI ☺ on making GSIing manageable and navigating the GSI/professor relationship

Goals:

- Tips for reducing GSI time and sharing the work
- How to navigate power dynamics and manage up (a little)
- Defining boundaries
- Resources to turn to and troubleshooting

Reading due:

- Ula Taylor, 2008. "The Death of Dry Tears," published in *Telling Histories: Black Women Historians in the Ivory Tower*, Chapel Hill: Univ. of North Carolina Press, pp. 172-181.
- *For Slow Scholarship: A Feminist Politics of Resistance through Collective Action in the Neoliberal University* (Mountz et al. 2015)

IX: October 28: Diverse approaches to teaching interdisciplinary environmental sciences

Guests: GSIs past, to be announced!

Goals: Discuss experiences teaching, mentoring, and conducting extension work in ESPM.

Readings due:

- Clark, Adams, et. al., “Professional development of interdisciplinary environmental scholars,” *Journal of Environmental Studies and Sciences*. June 2011, Volume 1, Issue 2, pp 99–113
- Andrade, K., Corbin, C., Diver, S., Eitzel, M., Williamson, J., Brashares, J., Fortmann, L. (2014) “Finding your way in the interdisciplinary forest: notes on educating future conservation practitioners,” *Biological Conservation*, 23:3405-3423.
- National Research Council. 1995. History and overview of the land grant college system. National Academies Press, Washington, D.C.

Assignment: Bring questions! Ask for advice and tips!

X: November 4: Designing a Course - Syllabus

Goals:

- Discuss strategies for designing a course
- Relate those strategies to designing a quals list
- Explore what diversity of scholars and scholarship means, and how diverse types of scholarship can engage different learning styles

Readings due:

- Mellon Institute on Undergraduate Research, University of California, Berkeley, “Components of a Course Syllabus,” teaching.berkeley.edu/sites/default/files/syllabus_components.pdf.
- Davis, Barbara G. 2009. “Designing or revising a course.” In *Tools for teaching*, 2nd ed. San Francisco: Jossey-Bass. GSI Center Library. Available electronically through UC Berkeley library at site.ebrary.com/lib/berkeley/docDetail.action?docID=10317792

(Teaching statement due next class!)

* November 11th academic holiday, no class

XI. Nov. 18: Teaching Philosophies & Statements

Goals:

- Review our teaching toolbox.
- Return to discussion of teaching philosophies and explore your own.

- Share teaching statement with group and discuss strategies for improvement.

Readings due:

- Columbia University, "Writing a Winning Teaching Statement," <http://www.columbia.edu/cu/tat/pdfs/teaching%20statement.pdf>.
- The Professor is In, "The Dreaded Teaching Statement," <http://theprofessorisin.com/2011/09/16/thedreadedteachingstatement/>

Assignment due: Teaching Statement in Interdisciplinary Environmental Studies. (Don't forget to work on your video assignment!)

XIV. December 2: Student Presentations

Goals:

- Evaluate presentations by students in the course using some of the techniques learned during the semester
- Discuss teaching methods we have learned and ones we did not learn, but were tried
- Demonstration/experiment: flipping the classroom

Readings: sample course plans from bcourses.

Assignment due: Video Assignment and evaluation of peers and self.

XIV. December 9: Student Presentations, Course Evaluations

Goals:

- Watch any certificate presentations or other volunteer practice presentations, feedback on volunteer video presentations.
- Discuss ways to encourage students to take course evaluations seriously.
- Complete course evaluations.

You must attend this class even if you're not presenting!

Assignment due: Video assignment and evaluation of peers and self.